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Hints for Teachers

BY B. L. ULLMAN, University of Iowa

[The aim of this department is to furnish teachers of Latin with material which will be of direct and immediate help to them in the class-room. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be answered in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.]

Latin for English

A number of suggestions in this department have dealt with adaptations of the spelling-match to various phases of Latin teaching. A number of years ago I utilized the principle in derivative contests for high-school pupils. Two methods are possible. A Latin word is pronounced and the pupil called on must give an English derivative promptly. If he fails to do so or makes a mistake he may be counted out or charged with an error. In the latter event score is kept and the pupil having the fewest errors is the winner. Again an English word may be given and the Latin original requested. One may start with a list of about fifty words.

Moving Pictures

Since making up the list in the February number of the "Hints," I have learned of a film called *The Adventures of Ulysses*. This may be rented from National Non-Theatrical Motion Pictures, Inc., 232 West 38th St., New York. The story takes up three reels and is followed by two reels showing modern scenes of the places visited by Ulysses. The five reels are rented at \$40. The first three reels may be had separately for \$25. Special rates are offered for two or more days.

Vocabulary Study by Direct Methods

Nearly everyone is agreed that an extreme form of direct method is not suited to Latin teaching in American schools. But there are various phases of teaching directly which are very useful. The direct teaching of vocabulary for example, may at least supplement the usual methods. One method is to have the pupils make illustrated vocabulary notebooks. They clip pictures from magazines and elsewhere and underneath them write the Latin word or words suggested, e.g., *miles*, *puer*, etc. I have seen some very ingenious books of this sort. A child across the paternal knee illustrated *poenas do*, a yawning schoolboy was marked *piger*, boys "playing Indian" were labelled *terremus*. Another plan is to have the pupil put on a sheet of paper all the Latin words suggested by a picture. A third plan is described by Miss Claire Thursby, of the University High School, Oakland, Cal.:

We have made a set of cards about six by nine inches; on these we have pasted pictures illustrating the words we wish to teach. Some of the pictures are real Roman scenes while others are modern pictures which are descriptive of the words in the vocabulary. Each card is numbered. With this we have a card catalogue with the vocabulary words arranged on the cards in alphabetical order. After each word is the number of the card which illustrates the word. These cards are kept in order so that it is very easy to turn immediately to the proper card. By this device the student is made to feel that a word is not merely a number of letters but that it really stands for something with which he may be intimately associated. We also use these picture cards for oral work in class. Of course there are some words that cannot be pictured but the majority of the words lend themselves to this picture device.

A Suggestion for the Virgil Class

Miss Laura K. Pettingell, of the Beaver Country Day School, Brookline, Mass., writes as follows:

For the day before Easter vacation or on some hot day in the spring term, I like to let my Virgil class find Oliver Wendell Holmes' poem, "Aestivation," on the board when they come into the classroom. It usually furnishes us amusement—and perchance, profit—for the whole period.

I have tried it, too, with Cicero classes while they are having the second Catilinarian, but, though they appreciate the third and the last lines, the rest is too nearly an unknown language to give them much enjoyment. But when they have been friends with Virgil for several months, there is real delight in deciphering the now intelligible lines.

Quips

One familiar type of puzzling jest is that which consists of punning translations of the words and syllables of an English sentence:

Qui crudus pro te lectus albo et spiravit. (Who-raw for the(e) re(a)d white and blew.)

Numquam animus, ignis via. (Never mind, fire a-way.)

Misi meos super omnes ad caudam vel esse homines mortui. (I sent my over-alls to the tail-or to be men-de(a)d). A variant reading for *super omnes* is *anhelitus* (pants).

Versions and Parodies

The high-school pupil is peculiarly fond of parodies and is often exceedingly clever at them. When directed in the right channel they may be very valuable aids and stimulants in teaching. A good parody is impossible without a thorough knowledge of the thing parodied. Miss Marie Porter, of the Ottumwa, Ia., High School, has encouraged work of this type. In the school paper, *The Argus News*, there is a very good parody of Cicero called the "Four Hundred Sixty Ninth Oration against Study." Here are a few excerpts:

How long, O study, will you abuse our patience? How long will your terrors haunt us? To what end do you bring us by your misdemeanors? Are you worried not at all by the threats of wise pupils, not at all by the groans of helpless flunkers, not at all by the writhings of ruined minds? Do you think your system is unknown? Do you think your doings are undiscovered? Do you think your cruel murders will be unavenged?

O, what a world! O, what a people! We know this goes on, yet study exists! Exists? Indeed, it flourishes! In every countryside, in every village, in every town, in every city stands a schoolhouse. In every countryside, in every village, in every town, in every city, a new and larger one is being built!

Helps in Translation

Miss Elizabeth F. Smiley, of Missouri Valley College, Marshall, Mo., has sent in some excellent suggestions for translating. It is to be remembered that they are hints for *translating*, not *reading*. As Miss Smiley says in No. 9, the pupil should be taught to get the thought in the Latin order. When he puts the thought into English he should follow the English order. Even so, rule No. 8 must be used with caution.

1. Do not read across words that connect clauses, or other word groups.
 2. Do not read across words that connect clauses, or punctuation marks.
(These are little boundary marks that separate distinct thoughts.)
 3. Do not read an accusative first. (This completely reverses the thought.)
 4. If the verb comes first, supply "there" and allow it to remain first.
(The student confuses himself by too much transposing and nine times out of ten weakens the force of the sentence.)
 5. A relative pronoun at the beginning of a sentence is read as a demonstrative.
 6. In translating an ablative, if no preposition is given, try "by."
(In many cases it will be the word required; if not, the error is apparent and easily corrected.)
 7. Read ablatives and datives after verbs; genitives modify nouns.
 8. Learn to pick up subject, predicate and object.
(A sentence is usually tractable if these are located.)
 9. *But* practice getting the thought in its own Latin order.
 10. Practice supplying an antecedent for relative clauses.
 11. Read nouns bringing out case and number.
(Gender if necessary.)
 12. Read verbs bringing out person, number, tense and voice. (Mood will usually take care of itself, tense and voice are very important.)
- Parentheses are not given to the classes save by way of explanation.

Questions and Answers

Where can I secure samples of entrance questions used in the Eastern colleges?

The questions of the College-Entrance Examination Board are published by Ginn and Co. (Boston, New York, Chicago, etc.). The complete Examination Questions for 1916, 1917, 1918, 1919 are 90 cents each, for 1920, 96 cents each; the Comprehensive Examination Questions for the same years are sold at the same prices. The Examination Questions in Latin and Greek are published separately, 1911-15 in one volume at 55 cents, 1916-20 in preparation. There is a discount of 25 per cent to teachers.